

Child Development IPR

LASSEN COMMUNITY COLLEGE
(Laura Greer Child Development Instructor)

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SECTION 1: ACADEMIC PLANNING

I. Program Overview, Objectives, and Student Learning Outcomes

Description/Evaluation:

- a. Describe and evaluate the program objectives against the LCC strategic plan, specifically the mission statement and strategic goals [available online or in the current catalog].

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The Lassen Community College Child Development Program is committed to building quality transfer and career technical education (CTE) programs that reflects the requirements of the state, region and local mandates as far as Child Development (CD) and early care is concerned.

The CD Program at Lassen Community College (LCC) has three major responsibilities: academic preparation, workforce development, and leadership. We provide students with academic courses based on the latest child development theory and best practices in early childhood education. The courses we provide are intended to orient students to the field of CD; providing them with the opportunity to develop the knowledge, skills and abilities to be successful in in the workforce or set them up to transfer to a four year institution.

The LCC CD program also responds to the ever changing needs of children within society. Society is changing rapidly and becoming more diverse. These societal changes and challenges require us to review and update our courses and program, as well as develop new courses to reflect the needs of the ever changing CD field.

The LCC CD Program offers two degrees and one certificate. They are as follows:

- Associate in Science Degree in Early Childhood Education for Transfer-This degree offers two paths, either the California State University General Education, or the IGETC. This qualifies a student to transfer successfully to a California State University (CSU) or a University of California (UC).
- Associates in Arts Degree Child Development-This degree offers two paths. One path leads to becoming a Site Supervisor and the other leads to becoming a Master Teacher. These two paths allow a student to apply for either a Site Supervisor Permit or a Master Teacher Permit through the Commission for Teacher Credentialing through the State of California.

- Certificate of Achievement in Child Development-This certificate qualifies a student to apply for a Site Supervisor Permit through the Commission for Teacher Credentialing. This permit will enable the student to manage a single state sponsored child development program in a preschool setting.

The Child Development Program meets the LCC strategic plan under goals #2, Learning Opportunities and #4, Student Success. Goal #2 states, “Provide an array of rigorous academic programs delivered via a variety of modalities that promote student learning and meet the needs of the local and global community” and goal #4 states, “Provide a college environment that reaches out to and supports students, minimizes barriers, and increases opportunity and success through access and retention to enable student attainment of educational goals including completion of degrees and certificates, transfer, job placement and advancement, improvement of basic skills, and self-development through lifelong learning.”

- b. Identify and evaluate the Program Student Learning Outcomes including the relationship between course, program and institutional student learning outcomes.

The CD Program Student Learning Outcomes are:

1. Integrate understanding of the needs, the characteristics and multiple influences on development of children birth to age eight as related to high quality care and education.
2. Design, implement and evaluate environments and activities that support positive developmental play and learning outcomes for all young children.
3. Apply effective guidance and interaction strategies that support all children’s social learning, identity and self-confidence.
4. Develop strategies that promote partnerships between programs, teachers, families and their communities.
5. Demonstrate ethical standards and professional behaviors that deepen understanding, knowledge and commitment to the Early Childhood Education/Child Development Profession.

The Program Student Learning Outcomes continue to meet and align with the needs of the field.

- c. Evaluate any changes in the program since last review. Include summary of Annual Updates completed since last review.

Since the last review in 2018, a local instructor was identified who is available and willing to teach CD-50. CD courses are no longer offered on an even/odd basis and will be offered every year. CD 22, which is The Infant/Toddler, will now be a required core course for the AA degree, as well as for the Certificate of

Accomplishment in Child Development. This has become a requirement because California Community Care Licensing requires anyone working with infants and toddlers to have at least 3 units of infant/toddler courses. The Associate Teacher Certificate of Achievement has been eliminated due to program revitalization and the certificate is no longer relevant to the workforce.

- d. Analyze program-related promotional materials/advertising as appropriate

A new promotional video has been filmed and is on the Lassen Community College website, the CD Program attended the last Discover Lassen, and has given tours to the eighth grade classes from around the community. The CD Program continues to be involved in the annual Family Connections Conference to promote the program and opportunities to the community.

Promotional materials include a comprehensive handout which address all CD degrees and certificates offered as well as different career opportunities with each degree or certificate, as well as a being a part of the CTE Facebook page.

I also have frequent contact with our local workforces. I am in contact with our local HeadStart agency weekly, as well as private child development programs in our area.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

I have been in contact with the Child Development Advisory Board regarding the changes of course offerings and required course changes. I am also toward the end of the program revitalization process, which has been forwarded on to the curriculum committee with the approval of the Child Development Advisory Board.

II Student Outcomes

A. Trends and Patterns in Student Outcomes

Description/Evaluation:

1. Provide in tabular form followed by an analysis
 - a. Number of degrees and certificates awarded during the last four years.

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See next page

Child Development/ECE Awards by Type and Year

Year	2019	2018	2017	2016
AA Degrees	2	1	1	2
AS Degrees	1	1	1	4
COA	0	2	1	2
COC	0	0	0	2
Total	3	4	3	10

- b. Transfer numbers for the last four years

ECE Transfer

Year	2019	2018	2017	2016
AS Degree	1	1	1	2
Total	1	1	1	2

- c. Completion, retention and success data for the last four years

See above for completion data.

Retention:

Modality	Academic Year and Semester											Modality Average
	2016			2017			2018		2019			
	SU	FA	SP	SU	FA	SP	FA	SP	SU	FA	SP	
Face to Face	-	-	100.0%	-	-	-	-	80.0%	-	91.7%	100.0%	92.9%
Internet	94.4%	77.1%	98.7%	85.7%	89.5%	90.7%	91.9%	90.2%	85.7%	91.4%	93.8%	89.9%
Hybrid	100.0%	100.0%	100.0%	-	66.7%	-	100.0%	100.0%	-	100.0%	100.0%	95.8%

Success:

Modality	Academic Year and Semester											Modality Average
	2016			2017			2018		2019			
	SU	FA	SP	SU	FA	SP	FA	SP	SU	FA	SP	
Face to Face	-	-	82.4%	-	-	-	-	80.0%	-	83.3%	75.0%	80.2%
Internet	77.8%	61.4%	76.3%	57.1%	72.4%	64.8%	63.5%	70.5%	85.7%	79.3%	77.1%	71.5%
Hybrid	100.0%	100.0%	100.0%	-	66.7%	-	100.0%	100.0%	-	100.0%	100.0%	95.8%

- Analyze program effectiveness based on available quantitative data and qualitative experiences.

Click here to enter text. There has been an increase in AA Degrees awarded from 2017 and 2018. AS Degrees for Transfer have remained the same the past 3 years. The data shows that 65% of the awarded degrees and certificates were for associate degrees. This shows that students are looking to obtain a degree more than a certificate. Student retention has remained steady over the past 4 years with both face-to-face and online modalities. Student success has also remained steady over the past 4 years with all modalities. There needs to be an increase in degrees awarded across the board. In the past 2 years, I have started teaching CD 11 (Observation and Assessment) and CD 24 (Practicum) as face-to-face courses. While the retention in these face-to-face courses has been high, it does pose a problem for our distance learning students as well as for our students who are unable to attend and face-to-face course because of work or family.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

I recommend offering a face-to-face and online section of CD 11 and CD 24 in order to accommodate our variety of students here at Lassen College. I also recommend offering all classes every year instead of on an every other year basis and offering the core child development courses in eight (8) week sessions. The core courses are: CD 12, CD 16, CD

20, and CD 31. Other colleges offer these core course online in 8 week intervals, such as Sattleback Community College.

B. Student Learning Outcome Assessment

SLO assessment is important to maintain and improve an effective learning experience for LCC students. Evaluating SLO results regularly is helpful for evaluating student learning and identifying emerging program needs. By contract, faculty are required to measure at least one SLO for every class taught each semester; these records are maintained in WEAVE and are available for review by faculty at any time.

Description/Evaluation:

1. Attach an SLO assessment summary as provided by Office of Institutional Effectiveness.
2. Provide an analysis of findings of the assessments completed and recommendations being made in individual assessments. Consider the impact or influence of the assessment results at the program level. Consider how SLO results may be leveraged to support equipment, facility, staffing, or other budget and planning need and include the justification in your analysis.

Student Learning Outcomes (SLO's) by Course and Academic Year

Course	Academic Year	# Assessed	Achieved	% Attained
CD-11	2019	11	10	91%
CD-12	<i>Course Totals</i>	58	41	71%
	2016	18	11	61%
	2017	14	12	86%
	2018	18	13	72%
	2019	8	5	63%
CD-15	<i>Course Totals</i>	17	15	88%
	2017	6	6	100%
	2019	11	9	82%
CD-16	<i>Course Totals</i>	37	32	86%
	2016	8	7	88%
	2017	11	10	91%
	2018	18	15	83%
	2019	0	0	-
CD-17	<i>Course Totals</i>	15	11	73%
	2016	6	5	83%
	2018	9	6	67%
CD-19	<i>Course Totals</i>	28	19	68%
	2016	12	10	83%
	2018	16	9	56%
CD-20	<i>Course Totals</i>	29	24	83%
	2016	15	12	80%
	2018	14	12	86%
CD-22	<i>Course Totals</i>	23	19	83%
	2017	11	11	100%
	2019	12	8	67%
CD-23	<i>Course Totals</i>	15	11	73%
	2016	8	5	63%
	2018	7	6	86%
CD-24	<i>Course Totals</i>	10	9	90%
	2017	2	2	100%
	2018	4	4	100%
	2019	4	3	75%
CD-25	<i>Course Totals</i>	29	22	76%
	2017	13	9	69%
	2019	16	13	81%
CD-26	<i>Course Totals</i>	11	10	91%
	2017	3	2	67%
	2019	8	8	100%
CD-27	<i>Course Totals</i>	15	12	80%
	2017	9	6	67%
	2019	6	6	100%
CD-28	2018	8	6	75%
CD-30	<i>Course Totals</i>	21	18	86%
	2016	13	12	92%
	2019	8	6	75%
CD-31	<i>Course Totals</i>	106	73	69%
	2016	38	27	71%
	2017	17	10	59%
	2018	18	11	61%
	2019	33	25	76%
CD-49	<i>Course Totals</i>	12	10	83%
	2016	1	1	100%
	2017	1	1	100%
	2018	4	2	50%
	2019	6	6	100%
CD-50	2019	0	0	-
CD/PSY-31	<i>Course Totals</i>	130	89	68%
	2016	80	55	69%
	2017	50	34	68%

1.

2. The overall numbers of the SLO assessments for child development are fairly high with 13 of the 16 courses meeting the 70% requirement. With low enrollment, only one student not turning in the assessed assignment can throw the numbers. The lowest SLO percent attained is in CD 19. This semester I have added some clarification to the Menu Assignment, for CD 19 which is assessed for SLO numbers. I am hopeful that the clarification will help to increase student understanding so they are better able to pass the assignment for CD 19.

Planning Agenda:

List recommendations and actions necessitated by the above evaluation of SLO results. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action. For any items needing Human Resources Planning, Institutional Technology Planning, or Facilities Planning action, please make sure to include the information within the appropriate section and table later in the program review document.

This semester I have added clarification about the assignment assessed for SLO in CD 19, which is the lowest percent attained, as mentioned above. SLO's need to be consistently completed by adjunct faculty as well in order to ensure that the most accurate data is being assessed. It does not appear that CD 16 has had SLO assessments in the past few years, which makes it difficult to assess where that class stands. The SLO's still meet the requirements of the course content and I do not feel that any changes are needed at this point.

C. Student Evaluation Summary

The student survey portion of the evaluation procedure is designed to solicit comments concerning the program only, and is not an evaluation of instructors (See Attachment F, Student Survey).

An anonymous questionnaire is considered to be the most effective format. This will encourage the students to be frank in their responses. The student evaluation will be scheduled and administered by the Office of Instruction during October/November and February/March of each instructional review process. The Office of Instruction staff will consult with the members of the self-evaluation group to determine the student sampling and consider any program-specific revisions to the student survey. The sampling will consist of a minimum of three core courses and other courses as selected by the self-evaluation team. (Example: The basic skills program might wish to survey courses with high enrollment of former basic skills students.)

Description/Evaluation:

Attach Student Evaluation Summary provided by Office of Academic Services and provide an analysis of the results of the student evaluations

A comprehensive student questionnaire was sent out, but the district did not receive any responses. Because of this, I will be adding in the only result information I have which is from 2016.

See attachment Child Development Instructional Program Review 2016

Evaluation: Out of the 28 students who responded to the 2016 questionnaire, 85.71% of the students answered that their educational objective at Lassen Community College was to obtain their AA/AS degree and 46.43% of the 28 students indicated that they were taking their course because it was a core requirement for the degree or certificate, while 25% answered that it was either for a job requirement or personal development. 17.86% indicated that they were taking the course for continuing education, while only 3.57% indicated they were taking the course for an elective or degree certificate.

The responses throughout the survey lead me to believe that we have some diversity in the program as far as why students are electing to enroll in CD courses. Our results also indicate that more outreach needs to happen with local child development agencies as well as the high school. Child development agencies around the area often acquire staff who are in need of units to fulfill a requirement and those agencies need to be well aware of the CD program here at Lassen Community College, as well as which classes are offered each semester.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, and/or Institutional Effectiveness Planning tables at the end of the section for any recommendations requiring institutional action.

Click here to enter text. [Increase outreach efforts to local child development agencies and our area high schools in order to promote the CD program and increase FTE's.](#)

III. Curriculum

A. Degrees and/or Certificates

Description/Evaluation:

- List degree and/or certificates offered in the program and attach the approved course of study or two-year plan for each degree and certificate (see Attachment G, Degrees/Certificates by Program). Degree and certificate student learning outcomes, if different from program student learning outcomes, should be included in this section.
- Faculty should analyze progress made on the assessment of program (degree/certificate) learning outcomes
- Evaluate the need for courses, degrees and/or certificates
- Transfer programs: Evaluate the core courses against the major preparation requirements for an entering junior at receiving four-year institutions (e.g. CSU System and UC System).
- Transfer programs: Evaluate the courses against the specific area requirements needed to satisfy the general education requirements for associate degrees and transfer. Consider whether there are adequate opportunities to meet the area requirements in combination with all disciplines within each general education area. Is there an adequate number of course and discipline options within each area, and can those courses be offered in a manner that maximizes student enrollment in each section? Do courses need to be added or deleted from any general education area?
- Career/Technical programs: Attach dates of Advisory Committee meetings (a minimum of two meeting per year). Reference Committee Member Rosters and Minutes located in the Office of Academic Services. Summarize the advisory committee recommendations for program curriculum enhancement or improved student competencies
- Career/Technical programs: Use advisory committee recommendations, labor market or other standards to answer the following question: **Do the core courses in the certificates and degrees meet current employer skill requirements for the field?**
- Special Programs: By nature, special programs themselves do not lead to a degree or certificate. However, special programs may have coursework that is included in transfer or vocational degrees or certificates. Note the relationship between special program courses and LCC transfer or vocational degrees or certificates.

Current Catalog lists the following degrees and certificates:

- Associate in Science Degree in Early Childhood Education for Transfer
- Associate in Arts Degree in Child Development
- Certificate of Achievement in Child Development
- Certificate of Accomplishment Associate Teacher

The Associate in Science Degree in Early Childhood Education for Transfer is designed to provide students with a strong foundation in the study of Early

Childhood Education in order to transfer to a California State University. This AS degree follows the Transfer Model Curriculum Guidelines established to ensure transferability of classes into the California State University system.

The Associates in Art Degree in Child Development offers two paths. One path leads to becoming a Site Supervisor and the other leads to becoming a Master Teacher. These two paths allow a student to apply for either a Site Supervisor Permit or a Master Teacher Permit through the Commission for Teacher Credentialing through the State of California.

The Certificate of Achievement in Child Development qualifies a student to apply for a Site Supervisor Permit through the Commission for Teacher Credentialing. This permit will enable the student to manage a single state sponsored child development program in a preschool setting.

The Certificate of Accomplishment Associate Teacher qualifies a student to apply for an Associate Teacher Permit through the Commission for Teacher Credentialing. Having this permit qualifies a student to work as an Associate Teacher in a state sponsored child development center in a preschool program.

All learning outcomes are being met in the degrees.

It does not appear that any new courses need to be added at this time.

With COVID-19, the advisory committee has been unable to meet in person this program year; however, upon committee approval from the board of trustees, a meeting will be held virtually.

It has been brought up through community agencies and contacts that the community would like to see Lassen Community College offer eight (8) week sessions for the core child development courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning table at the end of the section for any recommendations requiring institutional action.

My recommendation from the above evaluation is to start the process of offering the core child development courses in eight (8) week sessions.

B. Courses

Description/Evaluation

1. Identify courses added or deleted from the instructional program since the last instructional program review.

There have not been any courses deleted or added since the last instructional program review.

2. Each course offered within the instructional program must be reviewed for accuracy and currency (see Attachment I, Course List by Program). Review of each course outline should include asking the following questions:
 - Should the Disciplines of Assignment remain the same or be changed?
 - Should the Catalog/Schedule description remain the same or be updated?
 - Is the course repeatable? Is the repeatability reflected in the SLOs, Objectives, and Course Content sections? What is the basis for repeatability: legal requirement or increased skill level?
 - If the course meets a core requirement within specific degrees or certificates, is it accurately noted on the outline?
 - If the course satisfies a specific area within the general education requirement for an associate degree or transfer, is it accurately noted on the outline?
 - Are course-level student learning outcomes included on each course outline? Are learning outcomes included for each allowable repetition?
 - Does the course require a prerequisite or have recommended preparation? Are content review forms on file for each recommended preparation and/or prerequisite?
 - Do any of the learning outcomes or objectives need revision?
 - Does any content need to be updated?
 - Are any changes necessary in the Methods of Instruction, Assignments, Critical Thinking or Methods of Evaluation sections?
 - Is the course being considered for distance education offering? If so, has it been approved for specific distance education delivery?
 - Is the textbook current and is the publication date included?
3. Whether changes to a course outline are necessary or not, a Revision to Existing Course Form for each course must be completed and submitted to the Curriculum/Academic Standards Committee for action. When changes are necessary, indicate the revisions on the form. Where no changes are necessary, simply indicate on the Revision Form that “the course has been reviewed as part of the program review and no changes are necessary.” Revision forms will be retained in the Instructional Office with the Curriculum agenda packets.
4. Following the Curriculum/Academic Standards Committee action on all submitted Revision to Existing Course Forms, a summary Instructional Program Curriculum

Review Form will be completed by the Curriculum/Academic Standards Subcommittee Chair and given to the program faculty for inclusion in the program review.

5. The signed Instructional Program Curriculum Review Form is to be included with your completed program review documents

The disciplines of assignment should remain the same. The schedule of how often courses are offered should change from odd/even years to Fall/Spring.

No courses are currently repeatable.

If a course meets a general education requirement or is transferable, it is accurately noted on the course outline. All courses which are a requirement for a degree are also accurately noted on the outline for the degree in the course catalog.

Course-level student learning outcomes are included on each course outline.

There are no requirements of a prerequisite for courses CD-11, 12, 15, 16, 17, 19, 20, 22, 25, 26, 27, 28, 30, 31, 49, or 50; however there is a Recommended Preparation of Successful completion of ENGL 105 or equivalent assessment placement. There are prerequisites for courses CD-23 and 24.

The learning outcomes do not need revision at this time.

Methods of instruction has been changed to include “Hybrid” modality for all CD courses.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning table for any recommendations requiring institutional action.

No action required

C. Articulation/Integration of Curriculum

Description/Evaluation:

1. Attach a tabular comparison of Lassen Community College courses articulating with UC and CSU, indicating courses with approved C-ID designations as applicable (Obtain copies of Articulation Agreements from the Transfer Center)

2. Provide a narrative reviewing the Lassen Community College courses and courses at four-year institutions for course alignment. (i.e. two courses at Lassen needed to articulate with one course at UC).and the units requirements for Lassen Community College courses as compared to four-year institutions.

LCC Course	CD 31	CD 11	CD 12	CD 16	CD 17	CD 19	CD 20	CD 22	CD 24	CD 25	ECE 12
C-ID	CDEV 100	ECE 200	CDEV 110	ECE 130		ECE 220	ECE 120		ECE 210	ECE 230	
Cal Poly Pomona	ECS 100, PSY 206	ECS 201 & 201A	ECS 110	ECS 235		ECS 120	ECS 220		ECS 210 & 201A	ECS 230	
Cal Poly SLO	CD 256, PSY 206										
CSU Channel Islands	ECS 150/PSY 150		CS 221		ENGL 212	HLTH 322					
CSU, Chico	CHLD 252	CHLD 251	CHLD 255, PSYC 151	CHLD 282		NFSC 100	CHLD 282		CHLD 282	PSYC 151	
CSU Dominguez Hills	CDV 150	CDV 180		CDV 240			CDV 240				
CSU Fullerton	CAS 101										
CSU Long Beach	CDFS 111			CDFS 215			CDFS 214				
CSU Monterey Bay	HDEV 260		HDEV 270								

CSU Northridge	CADV 150		FCS 234								
CSU Sacramento	CHDV 35										
CSU Bernardino	HD 240/PSYC 240	HD 245	HD 215				HD 282	HD 270		HD 205	
San Diego State	CFD 270, PSY 230										CFD 272
San Francisco State	CAD 210	CAD 260				CAD 215					
San Jose State	CHAD 60										
Sonoma State		EDEC 220		EDEC 237			EDEC 201			EDEC 270	
UC San Diego	PSYC 7										
UC Santa Cruz	PSYC 10										

It appears that our alignment is set up class for class. We have many classes which are able to transfer to CSU's; however, there are limited classes which transfer to UC's.

Courses need to be articulated with as many four-year institutions as possible so that LCC students will have increased available opportunities to transfer.

Planning Agenda:

Complete Student Services Planning table (see below) for any proposed changes to articulation or C-ID designation

No changes

III. Scheduling and Enrollment Patterns

Description/Evaluation:

1. Describe and explain any deviation from the two-year plan in course scheduling during the last four years.

I am unaware of any deviation in course scheduling during the last four years.

2. Evaluate the relationship between schedule, enrollment patterns and FTE generated statistics.

As of now, all courses are available to be taught online or face-to-face. CD 24 and CD 11 have been taught only face-to-face in the last 2 years. It has come to my attention that only offering those two courses face-to-face poses some challenges for our students who work full-time or for our distance learners. Currently the schedule of courses does not allow a student to finish their degree in two years because many classes are only offered Fall or Spring of even or odd years. I believe that this is effecting enrollment patterns and even FTE's.

My goal is to increase overall enrollment in the CD program. In order to do this, increased outreach needs to happen.

3. Using FTE data provided, evaluate how the scheduling of courses within the program has served the needs of a variety of students (e.g. day, evening, single parents, employed full-time). Include the following considerations:

- a. Number of sections (too many/too few to serve student needs)

- b. Variety of times (three times a week, twice a week, one day a week and morning/afternoon/evening)

- c. Length of courses (traditional semester/short term)

- d. Method of delivery (traditional/technology-mediated/correspondence delivered instruction).

- a. The number of sections have been adequate to serve the student's needs.

- b. In the past few years, most CD classes have been online with the exception of CD 11 and CD 24 being offered as face-to-face one day a week in the evening.

- c. All courses, with the exception of a late start CD-31 section and CD-50 (which is a 1 unit weekend class), have had a traditional semester length of the course.
 - d. The method of delivery has been online instruction, with the exception of CD-11, CD-24, CD-49, and CD-50.
4. Evaluate student access to general education courses within the context of the scheduling of the instructional program courses.

Currently, CD classes are scheduled online due to COVID-19, so there are no conflicts with other courses.

Planning Agenda:

Complete Academic Planning table (see below) for any proposed changes in the schedule that might improve enrollment patterns and better meet student needs.

Increase outreach for the CD program and continue to reach out to local employers.

IV. Equipment

Description/Evaluation:

1. List capital outlay equipment, age of equipment and replacement schedule

The only equipment currently being used by students is the observation room and microphone system in the CDC. I do not know the age of this equipment, but it is all still in good working condition.

Faculty computers. The full-time faculty computer is in good repair at this time.

2. Identify any existing equipment maintenance/service agreements

There are no maintenance/service agreements which I am aware of.

3. Evaluate the condition of capital outlay equipment in light of the replacement schedule and available funds.

I am unaware of any replacement schedule for equipment.

4. Evaluate the effectiveness of and need for additional maintenance/service agreements.

As of right now, this is not a need.

5. Justify any proposed modification or additions to equipment available for students and/or faculty/instructional assistants within the program.

None at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Student Services Planning, Facilities Planning, or Technology Planning tables as appropriate for any recommendations requiring institutional action.

No action needed

V: Outside Compliance Issues (if appropriate for program)

Description:

If appropriate, describe the role of outside compliance issues on the Special Program.

I am not aware of any outside compliance issues with the CD program.

Evaluation:

Assess changes in compliance or identification of compliance-related needs and the impact on the Special Program.

No action required.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No action required.

VI. Prioritized Recommendations

A. Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section One that do not require institutional action (ie. curriculum development) in order of program priority.

[No recommendation for section one.](#)

B. Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section One that should be included in Lassen College’s planning and budgeting process, specifically in the Educational Master Plan, Student Services Master Plan, or Institutional Effectiveness Master Plan. Separate recommendations into the appropriate plan(s). Items to be included in the Human Resource Master Plan, Institutional Technology Master Plan, or Facilities Master Plan should be addressed in Sections Two, Three or Four in lieu of or in addition to inclusion in the Academic Master Plan. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Education Master Plan

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Prioritized Recommendation for Inclusion in Student Services Master Plan

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

**Prioritized Recommendations for Inclusion in Institutional Effectiveness
Master Plan**

[Click here to enter Program Name & Year](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Two: Human Resource Planning

I. Program Staffing

Description/Evaluation:

1. List the current staffing for the program include: full-time and part-time faculty positions, instructional assistants and classified staff

Full-time Faculty:

- o Laura Greer

Adjunct Faculty:

- Micah Freeman
- Denise Stevenson
- Kim Clain

The CD program does not have any instructional assistants or classified staff.

2. This section provides an opportunity for analysis and justification of projected staffing needs to support the program. Clerical support by the Office of Academic Services and work-study needs may be included.

Currently, there is not a future projection for added staff in the Child Development Department.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No action is required at this time.

II. Professional Development

Description/Evaluation:

1. If available, reference Flex Contracts for full-time faculty teaching in the program for each of the last two years. [Copies may be available in the Office of Instruction].

Full-time faculty are fulfilling their professional development obligations.

2. Describe the professional development and professional activities of the program faculty/instructional assistants in addition to flex obligation relevant to program improvement that has occurred during the period under review. (workshops, conferences, staff development, sabbatical leaves, work experience, etc.)

The full-time faculty has fulfilled flex obligations by attending flex trainings, attending the Program for Infant/Toddler Care training, being involved in trainings with the California Preschool Network, and attending community meetings. Unfortunately, due to COVID, many trainings have been cancelled or postponed.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No action required at this time.

III. Student Outcomes

Description/Evaluation:

Description/ Evaluation:

Describe any results from assessment of learning outcomes that affect human resource planning

No outcomes affect human resource planning at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning and Human Resources Planning Forms as appropriate for any recommendations requiring institutional action.

No necessary actions are required for Academic Planning or Human Resources at this time.

IV. Prioritized Recommendation

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Two that do not require institutional action (ie. curriculum development) in order of program priority.

No recommendations are being made at this time.

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Two that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in Human Recourse Master Plan Child Development 2020-2021

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Three: Facilities Planning

I. Facilities

Description/Evaluation:

1. Describe and evaluate the Lassen Community College facilities available to the program.

LCC has a dedicated classroom available for face-to-face Child Development classes. There are also two observation rooms available to students in the program for conducting observations for their courses. The child development center here on campus has been leased out to the local Head Start agency and includes an infant, toddler and preschool room.

2. Describe and evaluate additional facilities utilized off-campus by the program (attach any relevant rental agreements)

There are no other facilities utilized off-campus by the program.

3. Describe any facilities needs identified by assessments of student learning outcomes

No facility needs identified at this time.

4. Justify any proposed modifications or additions to existing facilities that would better serve the program planned for the next five years.

None at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation. Complete Academic Planning, Facilities Planning, and Technology Planning Forms as appropriate for any recommendations requiring institutional action.

No recommendations being made at this time.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Three that do not require institutional action (ie. curriculum development) in order of program priority.

[Click here to enter text.](#)

Prioritized Recommendations for Inclusion in the Planning Process

List all recommendations made in Section Three that should be included in Lassen College’s planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations for Inclusion in the Facilities Master Plan

[Child Development 2020-2021](#)

Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Section Four: Technology Planning

I. Technology

Description/Evaluation:

1. Describe and evaluate technology and technology support provided for instruction and instructional support.

Technology support is provided to faculty with help with software, laptops and phone system.

2. Describe any technology and technology support needs identified by assessment of student learning outcomes.

None at this time.

Planning Agenda:

List recommendations and necessary actions necessitated by the above evaluation.

Complete Academic Planning, Facilities Planning, Technology Planning and Human Resource Planning Forms as appropriate for any recommendations requiring institutional action.

No recommendations at this time.

II. Prioritized Recommendations

Prioritized Recommendations for Implementation by Program Staff

List all recommendations made in Section Four that do not require institutional action (ie. curriculum development) in order of program priority.

N/A

Prioritized Recommendation for Inclusion in the Planning Process

List all recommendations made in Section Four that should be included in Lassen College's planning and budgeting process. See Attachment C, Master Plan Overview, in the IPR handbook to determine where recommendations are best placed.

Prioritized Recommendations Inclusion in Institutional Technology Master Plan

Child Development 2020-2021

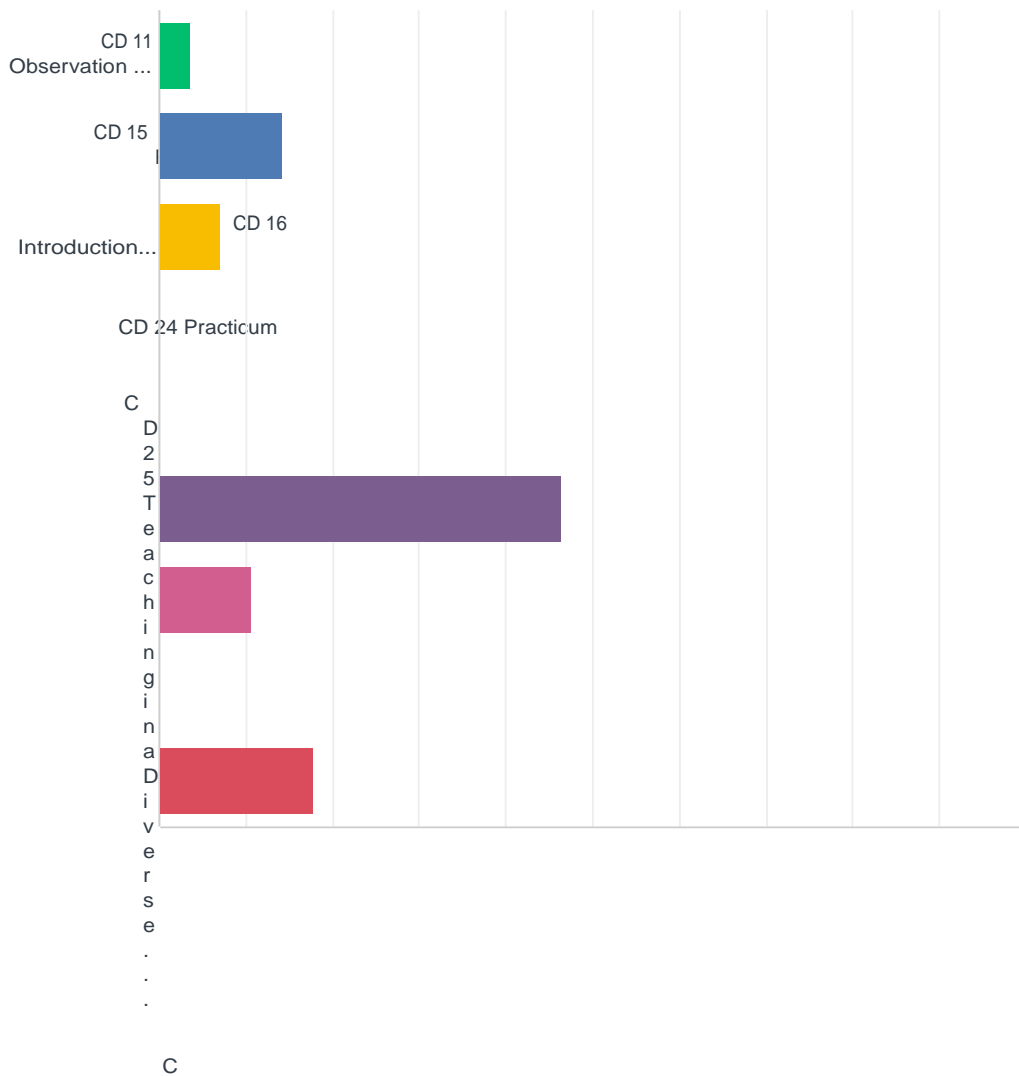
Strategic Goal	Planning Agenda Item	Implementation Time Frame	Estimated Cost (implementation & ongoing)	Expected Outcome

Appendix A:

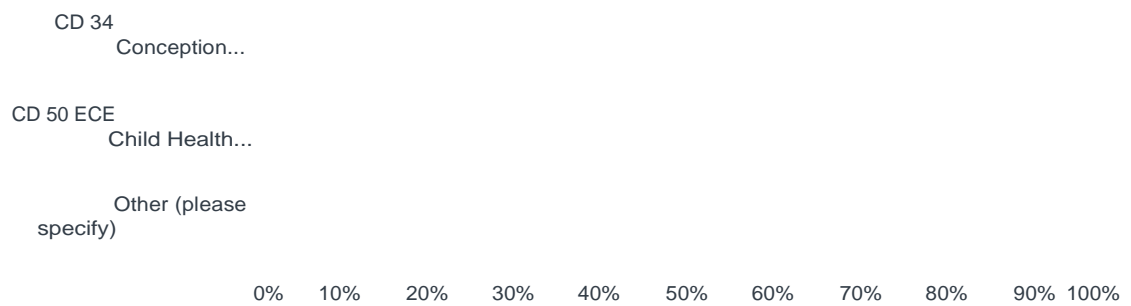
Insert information as needed

Q1 Which course in this program are you reviewing?

Answered: 28 Skipped: 0



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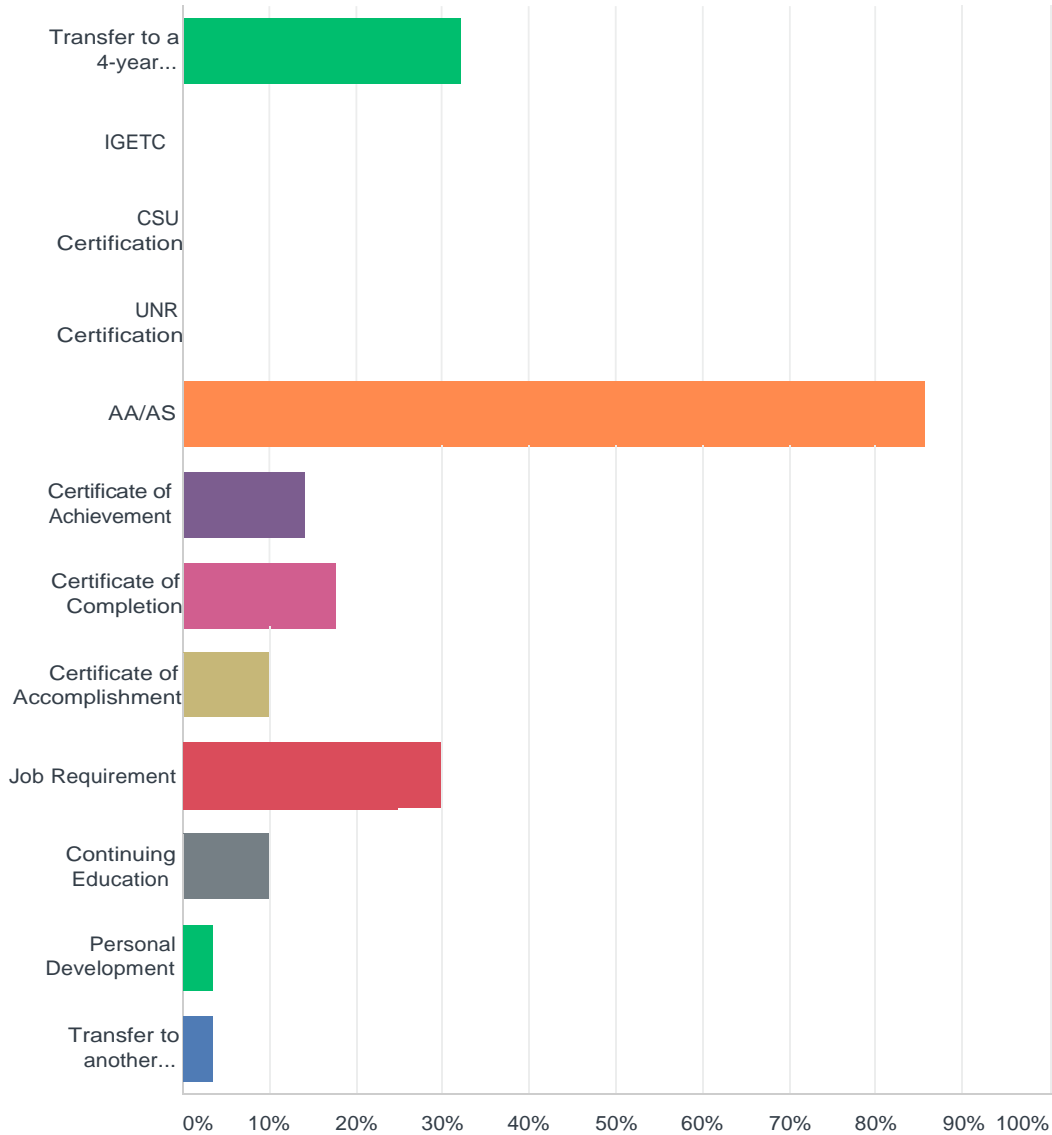
ANSWER CHOICES	RESPONSES
CD 11 Observation and Assessment	3.57%
CD 15 Pre-School Administration	14.29%
CD 16 Introduction to Curriculum	7.14%
CD 24 Practicum	0.00%
CD 25 Teaching in a Diverse Society	0.00%
CD 30 Early Steps to Reading Success	46.43%
CD 34 Conception through Adolescence	10.71%
CD 50 ECE Child Health and Safety	0.00%

Other (please specify) 17.86% 5

TOTAL	28
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Q2 Educational Goal: What is your educational objective at Lassen Community College.
(Check all that apply).

Answered: 28 Skipped: 0



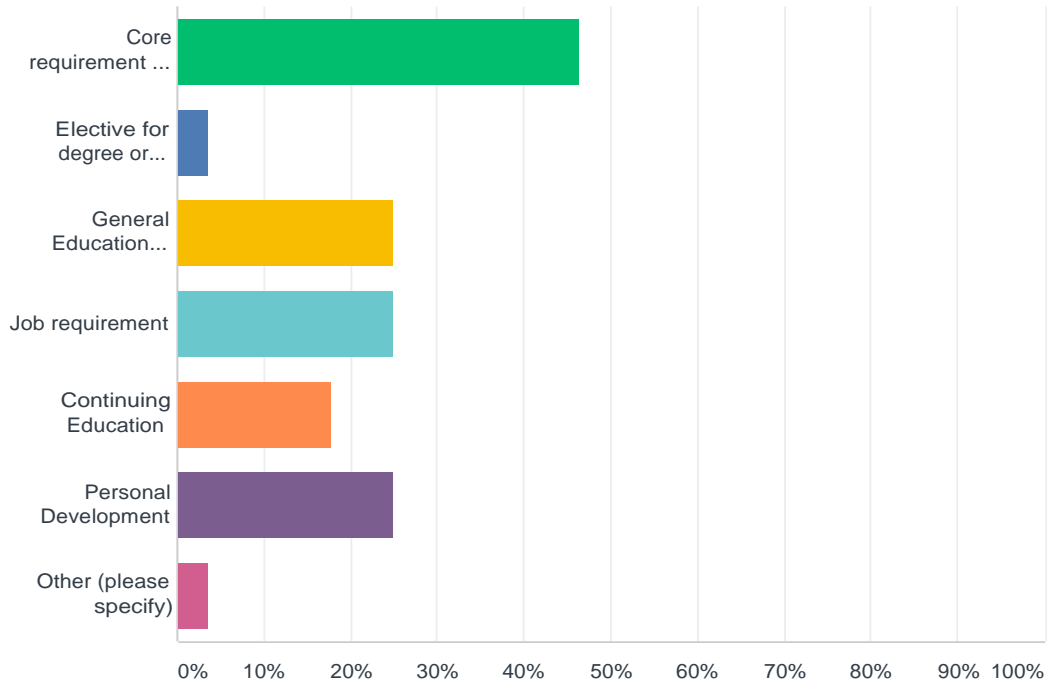
ANSWER CHOICES	RESPONSES	
Transfer to a 4-year Institution	32.14%	9
IGETC	0.00%	0
CSU Certification	0.00%	0
UNR Certification	0.00%	0
AA/AS	85.71%	24

Certificate of Achievement	14.29%	4
Certificate of Completion	17.86%	5

Certificate of Accomplishment	10.71%	3
Job Requirement	25.00%	7
Continuing Education	10.71%	3
Personal Development	3.57%	1
Transfer to another community college	3.57%	1
Total Respondents: 28		

Q3 Why are you taking this course?

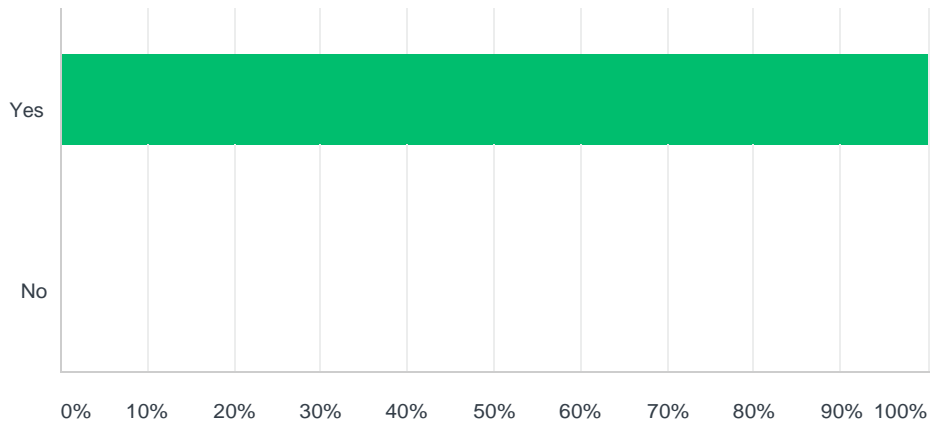
Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	
Core requirement for degree or certificate	46.43%	13
Elective for degree or certificate	3.57%	1
General Education course for degree or transfer	25.00%	7
Job requirement	25.00%	7
Continuing Education	17.86%	5
Personal Development	25.00%	7
Other (please specify)	3.57%	1
Total Respondents: 28		

Q4 Does the course content reasonably compare with the catalog/schedule description?

Answered: 28 Skipped: 0



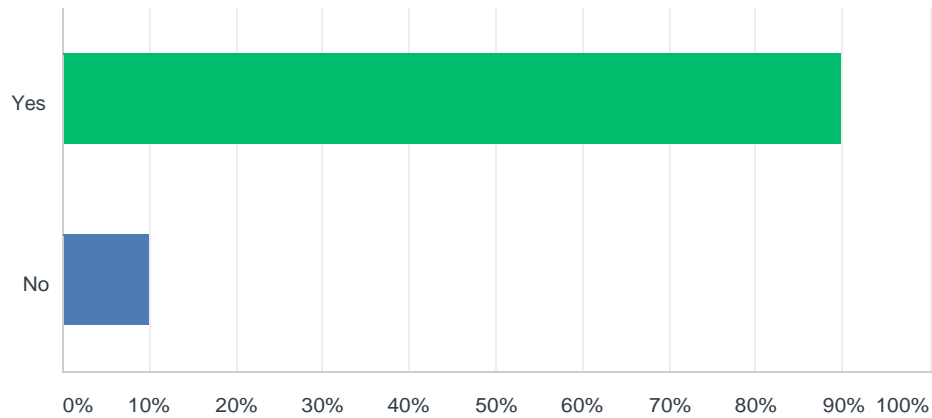
ANSWER CHOICES	RESPONSES	
Ye	100.00%	28
s	0.00%	0
TOTAL		28

N

o

Q5 Did the catalog clearly explain the order in which the courses in this program should be taken?

Answered: 28 Skipped: 0



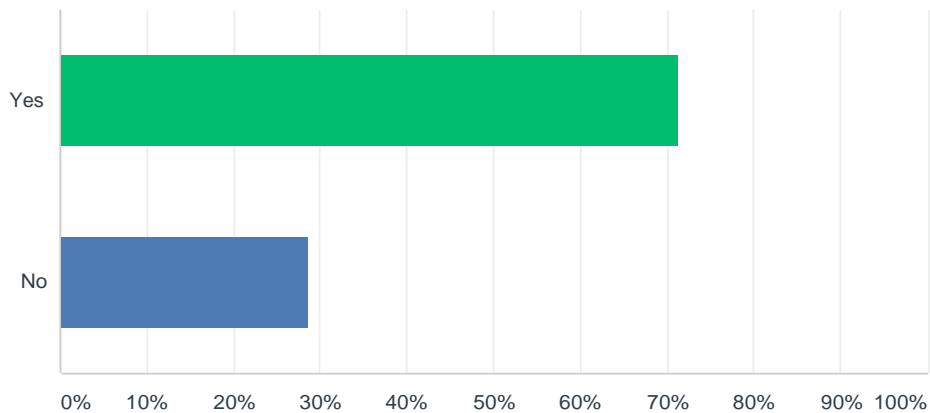
ANSWER CHOICES	RESPONSES
Ye	89.29% 25
s	10.71% 3
TOTAL	28

N

o

Q6 Was any cost for this course/program, beyond registration and books clearly identified in the catalog?

Answered: 28 Skipped: 0



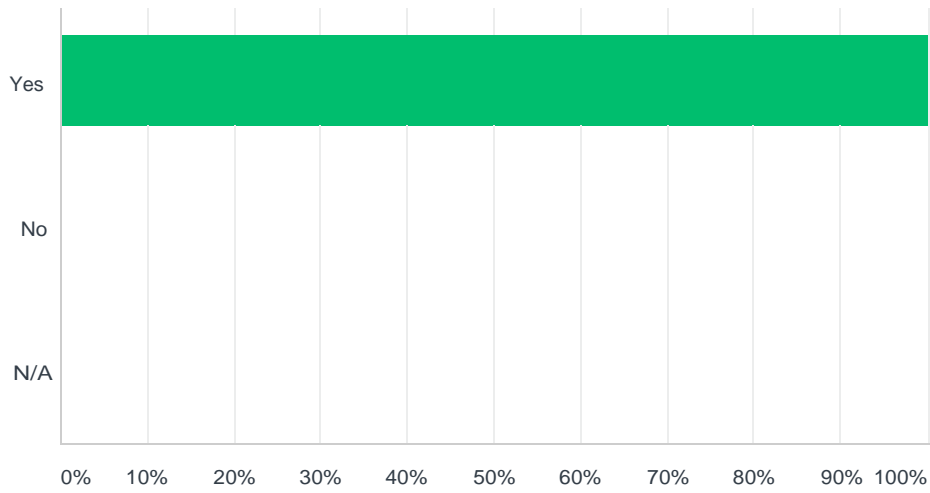
ANSWER CHOICES	RESPONSES	
Ye	71.43%	20
s	28.57%	8
TOTAL		28

N

o

Q7 Did instructors use the required textbooks in the course?

Answered: 28 Skipped: 0

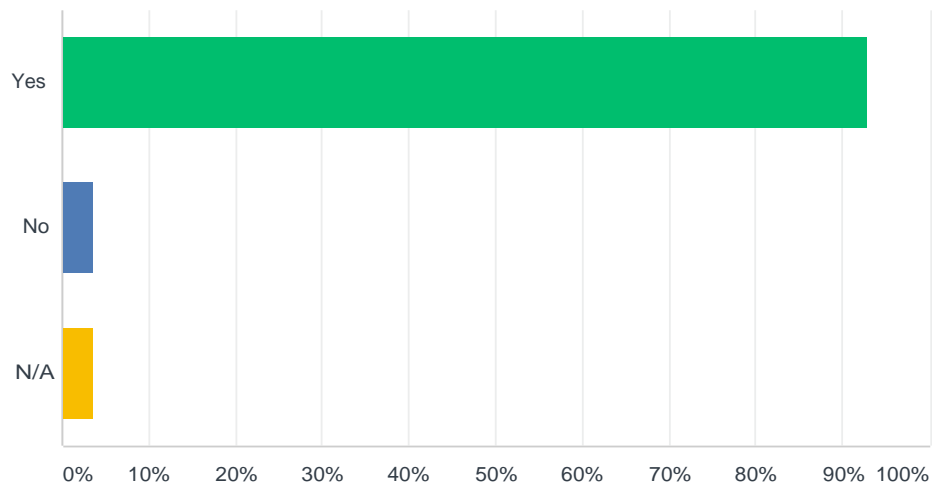


ANSWER CHOICES	RESPONSES	
Yes	100.00%	28
No	0.00%	0
N/A	0.00%	0
TOTAL		28

Q8 Are the textbooks purchased for this course useful to you?

Answered: 28

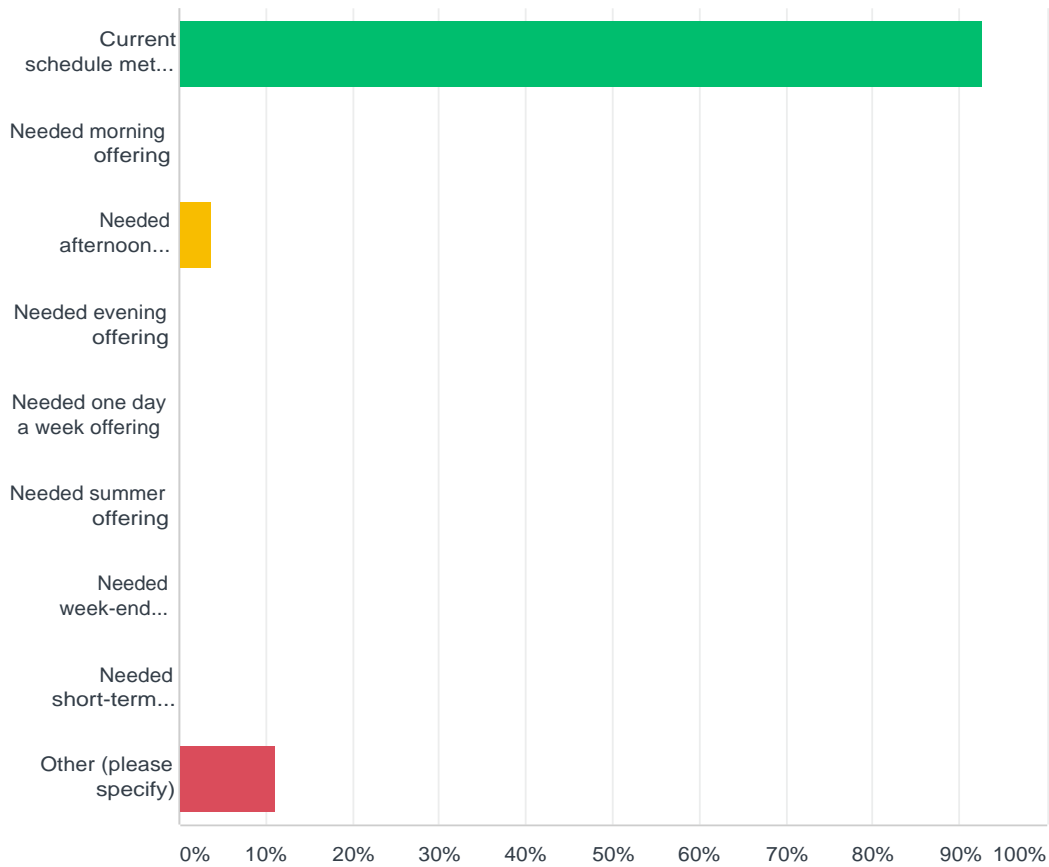
Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	92.86%	26
No	3.57%	1
N/A	3.57%	1
TOTAL		28

Q9 Did the scheduling for this course meet your needs?

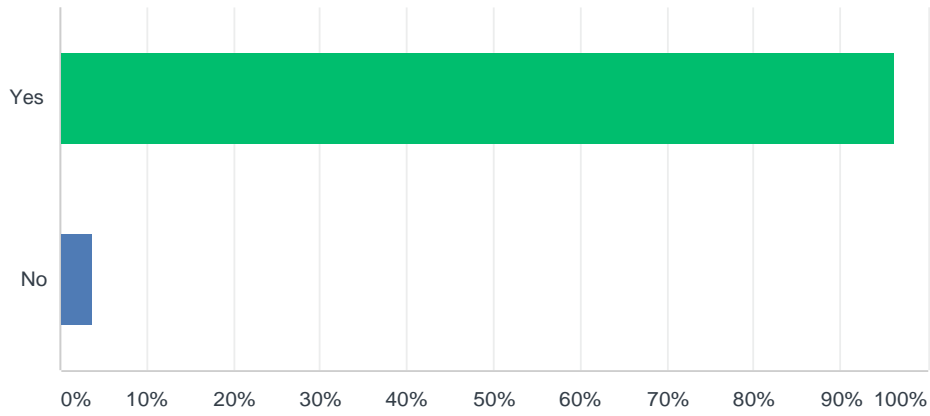
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Current schedule met my needs	92.59%	25
Needed morning offering	0.00%	0
Needed afternoon offering	3.70%	1
Needed evening offering	0.00%	0
Needed one day a week offering	0.00%	0
Needed summer offering	0.00%	0
Needed week-end offering	0.00%	0
Needed short-term (less than semester) offering	0.00%	0
Other (please specify)	11.11%	3
Total Respondents: 27		

Q10 I was provided with reasonable access to the facilities

Answered: 27 Skipped: 1

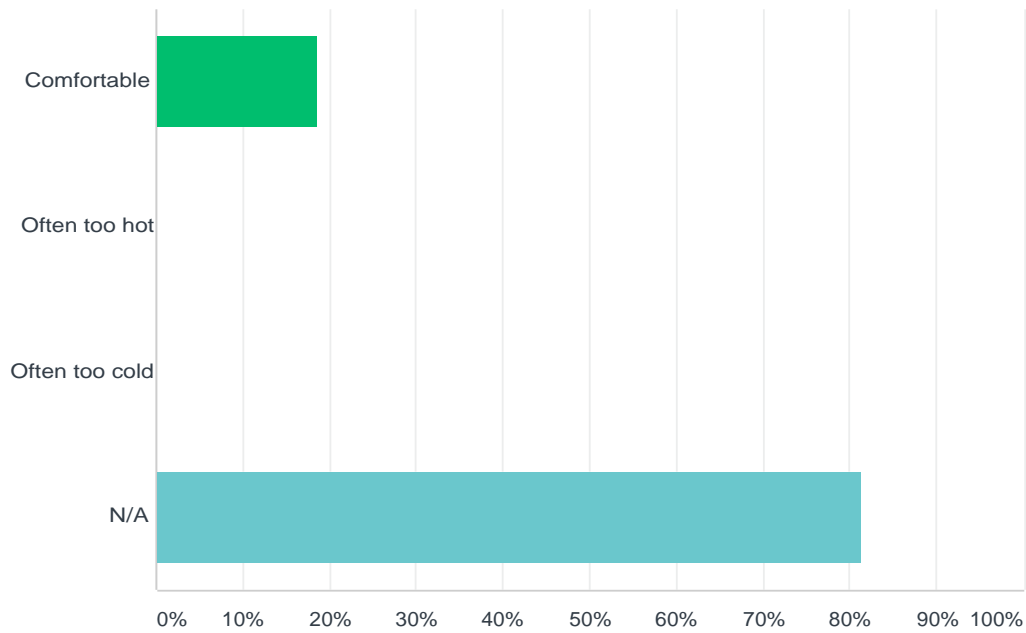


ANSWER CHOICES	RESPONSES	
Ye	96.30%	26
S	3.70%	1
TOTAL		27

N
o

Q11 When weather is hot outside, the facilities are:

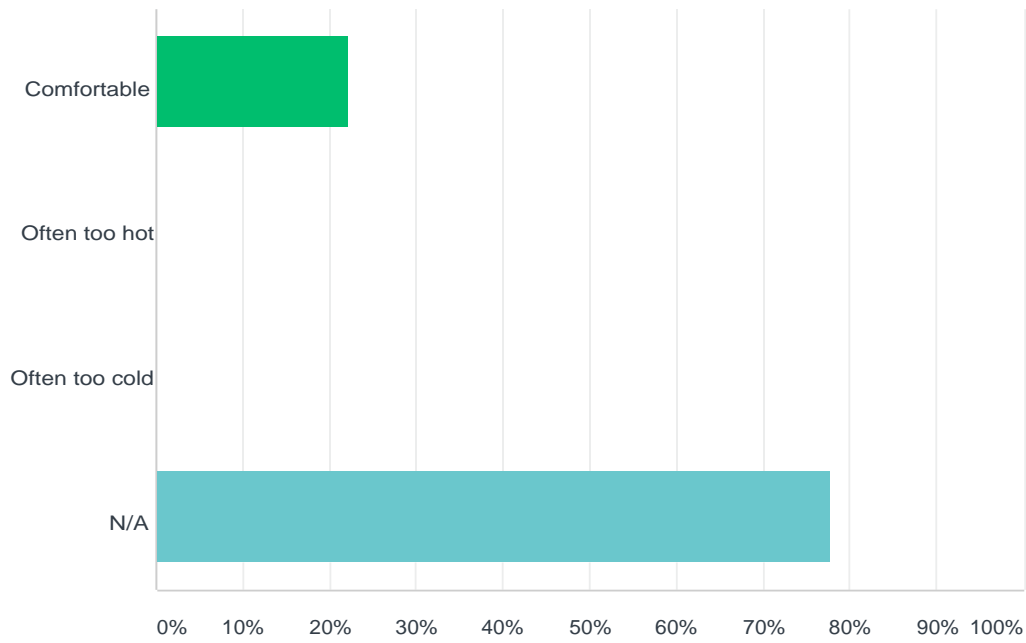
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Comfortable	18.52%	5
Often too hot	0.00%	0
Often too cold	0.00%	0
N/A	81.48%	22
TOTAL		27

Q12 When weather is cold outside, the facilities are:

Answered: 27 Skipped: 1

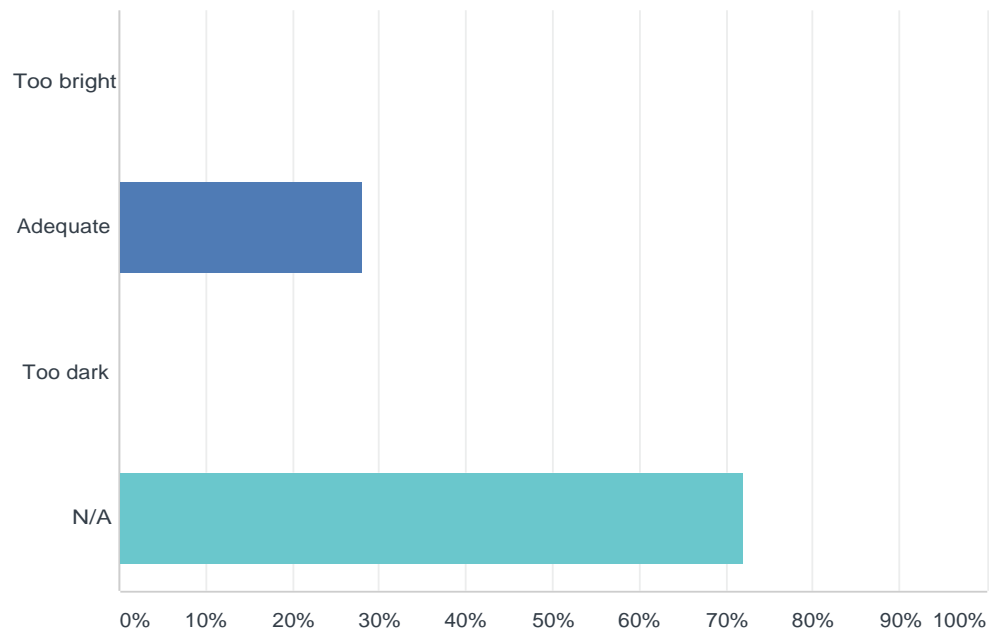


ANSWER CHOICES	RESPONSES	
Comfortable	22.22%	6
Often too hot	0.00%	0
Often too cold	0.00%	0
N/A	77.78%	21
TOTAL		27

Q13 The lighting of the facilities are

Answered: 25

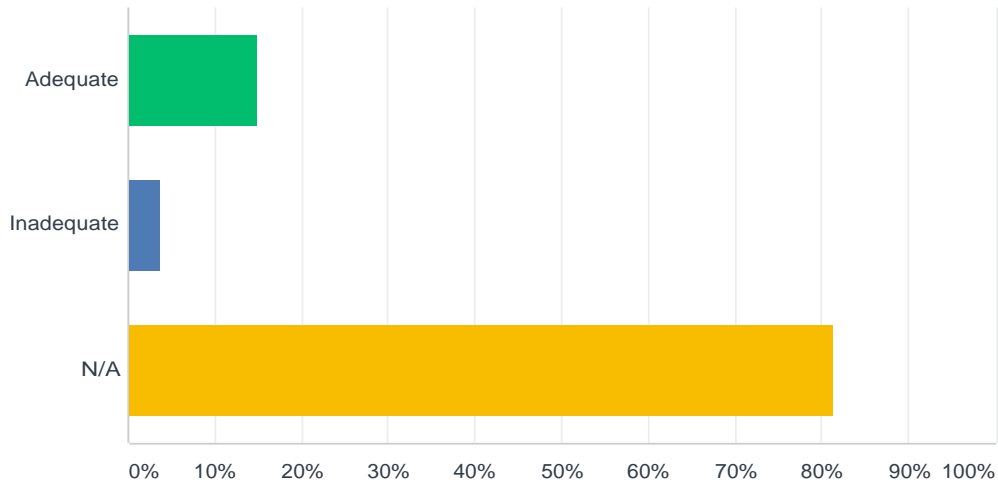
Skipped: 3



ANSWER CHOICES	RESPONSES	
Too bright	0.00%	0
Adequate	28.00%	7
Too dark	0.00%	0
N/A	72.00%	18
TOTAL		25

Q14 The chairs/tables/desks are

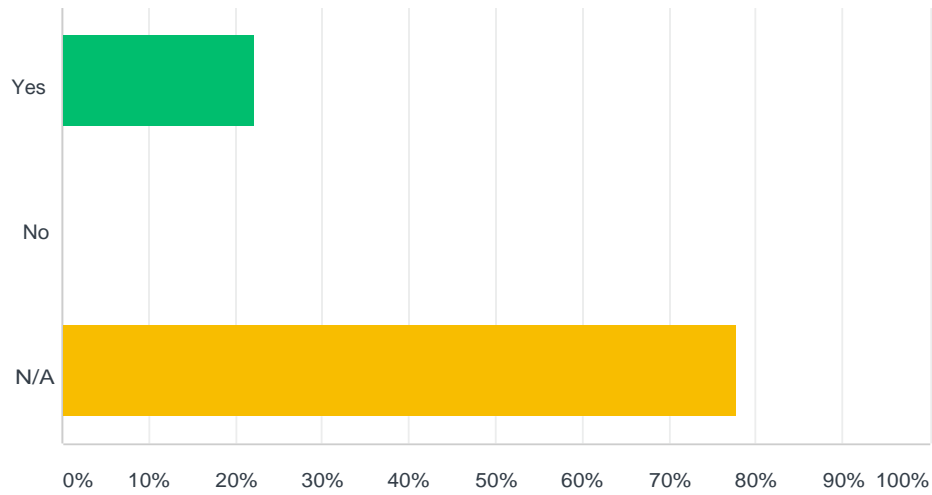
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Adequate	14.81%	4
Inadequate	3.70%	1
N/A	81.48%	22
TOTAL		27

Q15 Is there enough space for you to do your work in class?

Answered: 27 Skipped: 1



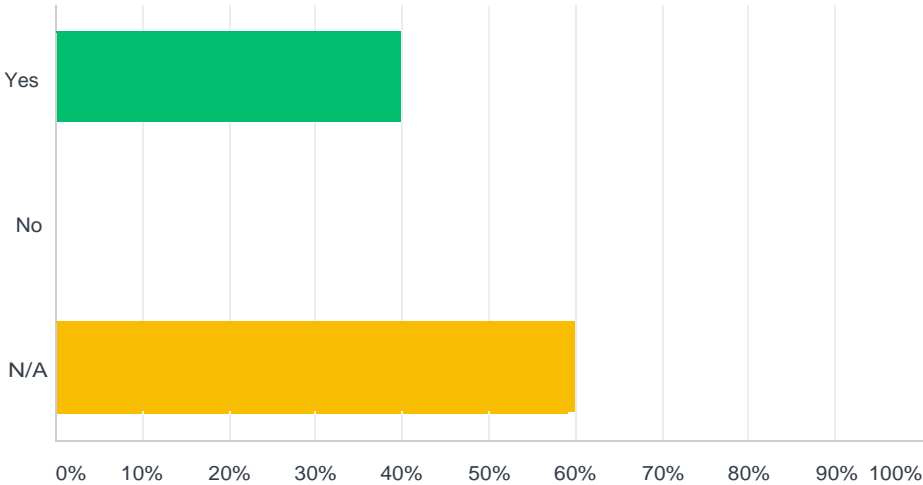
ANSWER CHOICES	RESPONSES	
Yes	22.22%	6
No	0.00%	0
N/A	77.78%	21
TOTAL		27

Q16 Please elaborate on your responses and include any additional facilities-related comments:

Answered: 19 Skipped: 9

Q17 Did the course/program provide the necessary equipment?

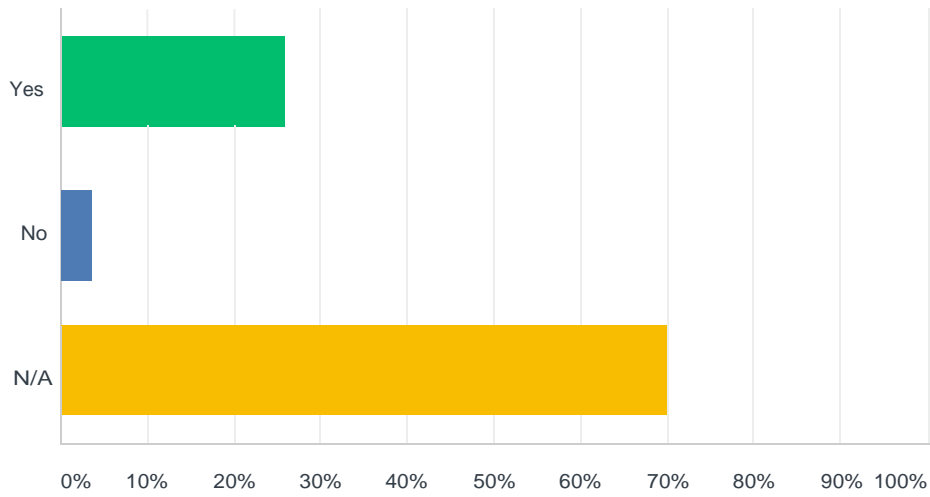
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	40.74%	11
No	0.00%	0
N/A	59.26%	16
TOTAL		27

Q18 Is enough time on equipment allowed for each student?

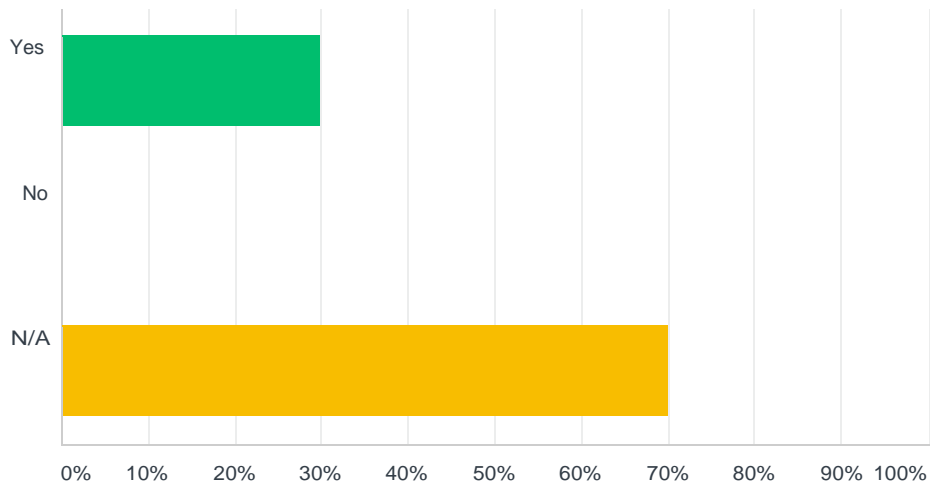
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	25.93%	7
No	3.70%	1
N/A	70.37%	19
TOTAL		27

Q19 Is equipment current?

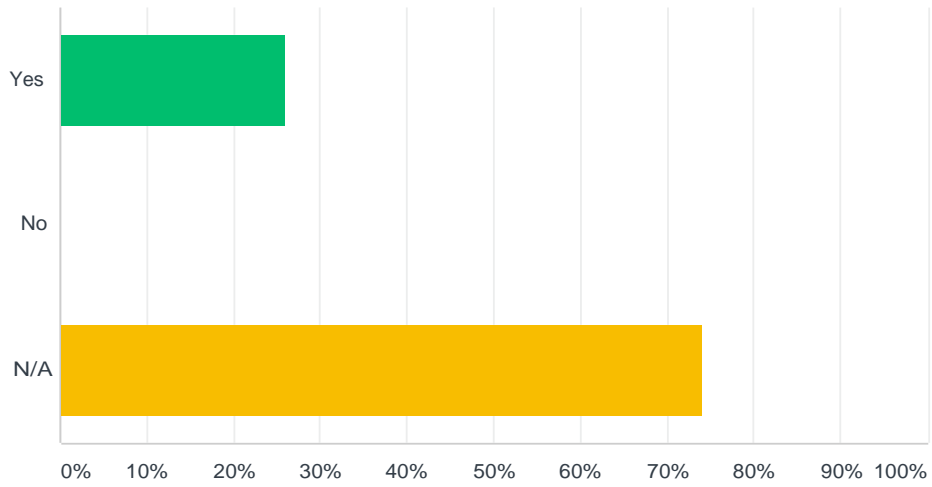
Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	29.63%	8
No	0.00%	0
N/A	70.37%	19
TOTAL		27

Q20 Is equipment generally in good operating condition?

Answered: 27 Skipped: 1



ANSWER CHOICES	RESPONSES	
Yes	25.93%	7
No	0.00%	0
N/A	74.07%	20
TOTAL		27

Q21 Describe how this course/program could be improved to better meet the needs of the student at Lassen Community College.

Answered: 15 Skipped: 13

Q22 Provide any additional comments on the course or program:

Answered: 10 Skipped: 18

Appendix B:

Insert information as needed

Appendix C:

Insert information as needed

Appendix D:

Insert information as needed

Appendix E:

Insert information as needed